



Mark Scheme (Results)

January 2019

Pearson BTEC Level 1/2 Firsts in
Health and Social Care

Unit 1: Human Lifespan Development
20544E

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Question Number	Answer	Mark
1(a)	Stephanie – early adulthood Neil – adolescence Simon – infancy	
	3 x 1	(3)

Question Number	Answer	Mark
1(b)(i)	Any two from: <ul style="list-style-type: none"> • growth of penis (1) • growth of testicles (1) • production of sperm (1) • lower voice/voice breaking (1) • change in body shape/muscles/shoulders widen (1) • larynx becomes more prominent (1) • acne/greasy skin (1) • growth spurt (1) • hormonal production (1) • pubic/axillary/chest hair etc. <p>Examples of body hair only accepted once. Do not accept facial hair. Accept any other appropriate wording.</p>	
	2 x 1	(2)

Question Number	Answer	Mark
1(b)(ii)	Award one mark for correct identification of each positive effect on Neil’s intellectual development of living close to school, and award one further mark for a correct elaboration up to a maximum of four marks. <ul style="list-style-type: none"> • Improved grades (1) as his punctuality could be improved (1). • Increased knowledge (1) as he may take extracurricular activities (1). • Improved concentration (1) as he will spend less time travelling/more sleep (1). • More alert (1) as he has more time for breakfast (1). <p><u>Extensions are interchangeable.</u></p> <p>Accept any appropriate alternatives.</p> <p>Answers must be relevant to adolescence.</p>	
	2 x 2	(4)

Question Number	Answer	Mark
1(b)(iii)	<p>Award one mark for correct identification of each positive effect on Neil's social development of living close to school, and award one further mark for a correct elaboration up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Meet new people (1) who may attend extracurricular activities (1). • Build new relationships (1) when walking to school (1). • Maintain friendships (1) by meeting after school (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	(4)

Question Number	Answer	Mark
1(c)	A (Physical development)	1 x 1
		(1)

Question Number	Answer	Mark
1(d) (i)	<p>Award one mark for correct identification of economic factors that could affect Stephanie's growth and development, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Lack of money • Occupation • Employment <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(d)(ii)	<p>Award one mark for each correct identification of ways that Simon's intellectual development could be affected by a low income up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Lack of books/toys (1). • Lack of good nutrition (1). • Unable to go on educational visits (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(e)(i)	<p>Award one mark for correct identification of expected life events up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • moving house/location • entering and being in employment • living with a partner/marriage/civil ceremony • parenthood • retirement <p>Accept any appropriate alternatives.</p> <p>Do not accept starting, being in and leaving education.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(e)(ii)	<p>Award one mark for correct identification of a positive effect on Emma's intellectual development of attending school up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Learning to take turns. • Having new experiences. • Learning about different cultures • Learning about different religions • Learning appropriate behaviour. • Developing language skills (read/write/speech) • Developing number skills. • Developing memory. • Moral development. • Creative development. <p>Accept any appropriate alternatives. Answers must be relevant to early childhood.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
1(e)(iii)	<p>Award one mark for correct identification of each effect on Emma's physical and emotional development, and award one further mark for correct elaboration up to a maximum of four marks.</p> <p>Physical:</p> <ul style="list-style-type: none"> • Improved nutrition (1) as she may have school dinners (1). • Improved fitness (1) by participating in physical education (1). • Fine motor skills will develop (1) as she learns to hold objects (1). • Gross motor skills will develop (1) through physical activities (1). <p>Emotional:</p> <ul style="list-style-type: none"> • Developing new attachments (1) when adjusting to a new environment (1). • Feelings of happiness (1) because she feels included (1) • Sad/anxious (1) because she's missing caregiver (1) • Changes to self-esteem/self-image/self-concept (1) as she is managing on her own (1). <p>Accept any appropriate alternatives. Answers must be relevant to early childhood.</p> <p style="text-align: right;">2 x 2</p>	(4)

Question Number	Answer	Mark
2(a)(i)	<p>Award one mark for correct identification of a lifestyle choice up to a maximum of two marks.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • diet • exercise • alcohol • drugs. <p>Do not accept smoking.</p> <p style="text-align: right;">2 x 1</p>	(2)

Question Number	Answer	Mark
2(a)(ii)	<p>Award one mark for a benefit to Doreen of Michael living with his mother up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Gives Doreen a purpose (1). • Doreen may go out more (1). • Doreen is more likely to eat regularly (1). • Doreen will feel safer (1). • Reduced risk of social isolation for Doreen (1). • Increased income for food and heat (1). • Supports Doreen with household management (1). • Supports Doreen with personal care (1). • Doreen has someone to talk to (1). <p>Accept any appropriate alternatives. Accept appropriate reverse answers.</p> <p style="text-align: right;">1 x 1</p>	(2)

Question Number	Answer	Mark
2 (a)(iii)	<p>Award one mark for correct description of self-esteem plus a further mark for a correct elaboration.</p> <ul style="list-style-type: none"> • How much a person values themselves as a person (1) this allows them to make a judgement of themselves (1). <p>Accept any appropriate alternatives.</p> <p>Do not accept how a person sees themselves. Must not relate to self-image.</p> <p>Do not accept 'how you feel about yourself'.</p> <p style="text-align: right;">1 x 2</p>	(2)

Question Number	Answer	Mark
2(b)(i)	<p>Award one mark for correct identification of how reduced working hours will affect Rachel's social development up to a maximum of two marks.</p> <ul style="list-style-type: none"> • More time to spend with friends/family (1). • More time to meet new people (1). • Less money to go out (1). • More time to pursue hobbies or interests (1). • Losing contact with work colleagues (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 2</p>	(2)

Question Number	Answer	Mark
2(b)(ii)	<p>Award one mark for correct identification of one economic effect and one intellectual effect that reduced working hours may have on Paul's development, and award one further mark for correct elaboration up to a maximum of four marks.</p> <p>Economic effect:</p> <ul style="list-style-type: none"> • Paul may have less disposable income (1) as he may have to contribute more to the household income (1). • Paul may need to work extra hours/work a part time job (1) to provide for the family (1). <p>Intellectual effect:</p> <ul style="list-style-type: none"> • Paul may have more time to learn new skills (1) as Rachel takes on more household management (1). • They may have the opportunity to pursue hobbies/interests together (1) because Rachel has more time (1). <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">2 x 2</p>	(4)

Question Number	Answer	Mark
2(c) (i)	<p>Award one mark for correct identification of how unemployment may affect Steven's emotional development, and award one further mark for correct elaboration up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Low self-esteem (1) due to feeling useless (1). • Reduced confidence (1) as he can see no future for him (1). • Low mood/sad (1) due to having nothing to get up for (1). • Feel ashamed (1) as he can't provide for his family (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 2</p>	(2)

Question Number	Answer	Mark
2(c) (ii)	<p>Award one mark for correct identification of how unemployment may impact on Steven's social development, and award one further mark for correct elaboration up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Social isolation (1) as he is not going out daily (1). • Loss of friends (1) as he no longer has work colleagues (1). • Reduced social interaction (1) due to loss of income (1). 	

	<ul style="list-style-type: none"> • Increased socialisation (1) as he has more time (1) • Make new friends (1) through volunteering/training/job searching (1) <p>Accept any appropriate alternatives.</p> <p style="text-align: right;">1 x 2</p>	(2)
Question Number	Indicative content	Mark
2 (d)	<p>Possible (positive/negative) effects of Yvonne’s redundancy on Steven</p> <ul style="list-style-type: none"> • changes in mood (e.g. feel happier) • changes in self-image/self-esteem • financial responsibility/concerns • household management (e.g. help with chores) • changes to independence • he may resent Yvonne <p><u>Do not</u> award marks for effects on Yvonne.</p> <p>and his relationship with Yvonne:</p> <ul style="list-style-type: none"> • may create conflict/contentment • more time together • changes to social life • emotional resilience <p>Accept any appropriate alternatives/inverted responses.</p>	(8)
Level	Descriptor	
0 marks	No rewardable material	
1-3 marks	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Only one viewpoint considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question.	
4-6 marks	Some points identified, or a few key points described. Consideration of more than one viewpoint but there will be more emphasis on one of them. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.	
7-8 marks	Range of points described, or a few key points explained in depth. All sides of the case are considered and the answer is well-balanced, giving weight to all viewpoints. The majority of points made will be relevant and there will be a clear link to the situation in the question.	

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